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ABSTRACT

To raise the achievement of every student in the state, Maryland implemented "Achievement Matters Most," a new plan for public elementary and secondary schools that sets goals in the areas of achievement, teaching, testing, safety, and family involvement in schools. This guide for parents outlines the goals and characteristics of the initiative, and how progress will be assessed. The guide first highlights five simple but challenging goals for Maryland public education: (1) achievement will improve for each student; (2) curriculum, instruction, and testing will be better aligned and understandable; (3) all educators will have the skills to improve student achievement; (4) all schools will be safe, drug-free, and conducive to learning; and (5) parents and legal guardians will be involved in education. Next, the guide outlines several ways the state encourages high expectations and helps schools to improve, including a new voluntary, state curriculum; grades given to schools based on how well they teach; school improvement teams for each school; financial rewards and public recognition for schools making strong improvements; and a state family involvement policy. The state-wide curriculum is then detailed, including how it will differ from the Maryland Content Standards. Next, the state's two testing programs are highlighted, one for elementary and one for high school; sample questions from both tests are included, as is information on assessment of students with special needs and/or limited English proficiency. In the area of the state's family involvement policy, the guide outlines signs that families and educators are communicating and working together in a particular school: schools and families communicate regularly; parents play a role in helping students learn; parents are welcome in the school, and their help is appreciated; and parents are included in making decisions that affect their children. Finally, the guide offers suggestions for parents to encourage their child's achievement, such as setting high expectations, talking with the child's teacher(s) regularly, dedicating 15 minutes daily to talking with the child, helping with homework, and meeting with high school counselors to talk about post-high school opportunities. (HTH)

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2002-2003

MARYLAND STATE DEPARTMENT OF EDUCATION

Achievement Matters Most

A PARENT'S GUIDE to Achievement Matters Most

Maryland's plan for preK-12 education

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A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

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CHANGES IN MARYLAND PUBLIC EDUCATION

As a parent, you want the best for your children. That includes a first-class education that will prepare them for a successful future. The state of Maryland wants the best for children, too.

To raise the achievement of every student, Maryland designed **Achievement Matters Most**, a new plan for public schools that sets goals in the areas of achievement, teaching, testing, safety, and family involvement in schools. Achievement Matters Most is based on the work of the Visionary Panel for Better Schools and also includes the requirements of the No Child Left Behind Act of 2001 and the Bridge to Excellence in Public Schools Act.

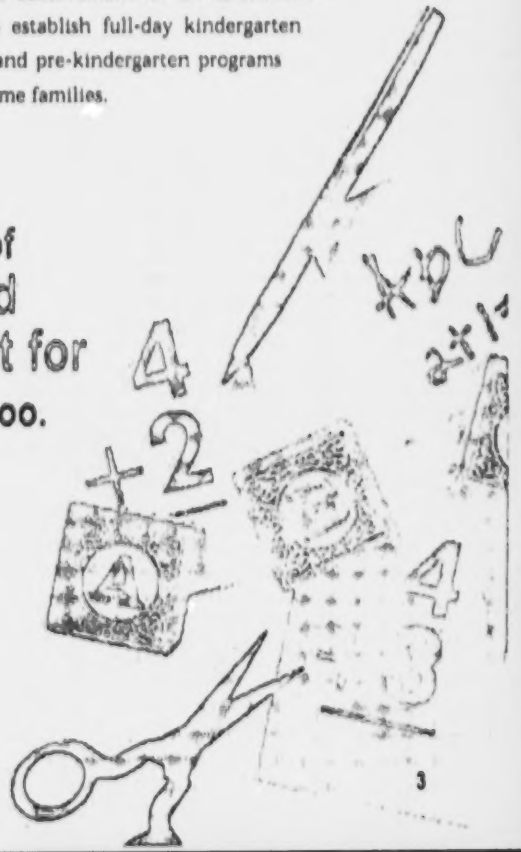
The **Visionary Panel for Better Schools** was a group of parents, teachers, administrators, college professors, policy makers, and national education experts that reviewed Maryland's school reform efforts and made recommendations for improvement. State Superintendent of Schools Nancy Grasmick brought Panel members together to help her plan a new decade of school improvement in Maryland. Their recommendations are the backbone of Achievement Matters Most.

The **No Child Left Behind Act** was passed by the U.S. Congress and signed into law on January 8, 2002. This law requires states to develop standards and measure students' progress toward them, publish "report cards" on schools, make sure

teachers are highly qualified, and take action when schools aren't safe or aren't making enough academic progress. Maryland has done these things for many years. However, the new law gives Maryland national guidelines and deadlines for improvement.

The **Bridge to Excellence in Public Schools Act** was passed by the Maryland General Assembly in spring 2002. The Act increases funding to public schools, directs more funding to students with special educational needs, and gives school systems greater flexibility in how funds are spent. In exchange for these funds, each school system must develop a plan to improve achievement for all its students. School systems must also establish full-day kindergarten programs for all children and pre-kindergarten programs for children from low-income families.

The state of Maryland wants the best for children, too.



ACHIEVEMENT MATTERS MOST

Achievement Matters Most sets five simple but challenging goals for Maryland public education.

Goal 1: Achievement will improve for *each* student. The goal of any educational plan or policy is to improve student achievement. But what makes Maryland different is its attention to each student. Maryland is serious about eliminating performance gaps among students of different races and ethnicities, family incomes, native languages, or disabilities. To make sure all students achieve, schools are expected to show academic progress among all children regardless of race/ethnicity, gender, disability, poverty status, migrant status, or limited English proficiency. All of the following goals support success in this goal.

Goal 2: Curriculum, instruction, and testing will be better aligned and understandable. Curriculum, instruction, and testing are education's building blocks. A close connection, or alignment, among the three is critical. Maryland is developing a new curriculum to make clear for teachers what content and skills should be taught in each subject, at every grade. Maryland's tests will measure how well students have learned the content and skills in the curriculum. Test results will help teachers identify students' strengths and weaknesses and improve instruction. Test results also will give parents a better picture of their child's academic performance.

Goal 3: All educators will have the skills to improve student achievement. If students are to meet high standards, they need skilled teachers who thoroughly understand the curriculum and

how to teach it. Maryland must recruit the best candidates into classrooms and give them reasons to stay in the profession. New teachers need support and mentoring; all teachers need ongoing training and time to plan lessons. And every school needs the leadership of a highly qualified principal.

Goal 4: All schools will be safe, drug-free, and conducive to learning. All children have the right to attend schools in which they can achieve. This means schools must create a safe, healthy climate for learning. In the wake of school violence and terrorist incidents, Maryland schools have made safety a top priority. All Maryland schools must follow state regulations designed to increase safety and reduce harassment and bullying. And every school has a safety plan and code of conduct that are based on a local school system plan. Contact your child's school to discuss its discipline and safety policies.

Goal 5: Parents and legal guardians will be involved in education. As a parent or legal guardian, you probably know that children whose families are involved in school earn higher grades, are better behaved, and are more likely to graduate from high school and continue their education. Parent involvement in education also boosts teacher morale and brings families and communities closer together. Regular, two-way communication between the school and home is important. To encourage parent involvement, schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children.

HIGH EXPECTATIONS

If all children are to have an equal chance for success, schools must hold high expectations for all students. Here are just a few ways that Maryland encourages high expectations and helps schools to improve for all children:

- **A new voluntary state curriculum** will make clear for teachers and parents what students should learn in each subject and grade.

- **Schools are graded on how well they teach students.** These "grades" are based on student tests that measure basic and high-level skills and other measures like attendance and graduation or dropout rates.

- **School performance is reported each year in an annual report card** (the Maryland School Performance Report) so that parents and communities know how well their schools are doing. Your child's school will provide you with a copy of the report. It is also available on the Web at www.msp.msde.state.md.us.

- **Each school has a school improvement team** that works to improve student learning. These teams are made up of teachers, parents, and community members who study school performance data and agree on improvements to instruction.

- **If a school performs poorly, the state can become involved in the school** in a process called reconstitution. Schools in reconstitution get extra resources and attention in order to improve instruction. Also, low-performing schools that are part of the federal Title I program may be required to allow students to transfer to a higher performing public school in the area or provide students extra help, such as tutoring.

- **Financial rewards and public recognition** may be given to schools that make strong improvements in performance among all groups of students.

- **A state family involvement policy** encourages school leaders, families, and communities to work together and share responsibility for children's education.

The following pages explain more about how Maryland is helping schools reach the goals of Achievement Matters Most. There are also suggestions and tips for how you can be more involved in your child's education. After reading *A Parent's Guide to Achievement Matters Most*, you may want to talk with your child's teacher or principal about what your school is doing to raise student achievement and what you can do to help.

CURRICULUM

Maryland is in the process of developing a voluntary statewide curriculum.

What is a curriculum?

A curriculum is a document that describes what students should learn in each subject and grade. It guides teachers in planning their lessons and is an important part of improving schools. Traditionally, each of Maryland's 24 local school systems develops its own curriculum based on the Maryland Content Standards, which describe what students should learn in elementary, middle, and high school.

Why create a state curriculum?

There are differences among school systems in what is taught and when it is taught. To help teachers understand what should be taught, Maryland is developing a voluntary statewide curriculum that will be clear and detailed. This curriculum also will reduce the time and money spent by local school systems building 24 separate curricula.

Why will the state curriculum be voluntary and not required?

Decisions about curriculum are made by local boards of education, not the state. The new Maryland curriculum will be available to all school systems to adopt as their own or to use as a guide. Adopting the curriculum will not be mandatory.

How will the voluntary state curriculum differ from the Maryland Content Standards?

The Maryland Content Standards provide a broad description of what students should learn in elementary, middle, and high school. All state tests are based on the Maryland Content Standards. But the Maryland

Content Standards do not describe what should be taught *at each grade*. Maryland's voluntary curriculum will be more specific than the content standards. The curriculum will describe what should be taught in *every subject* (English/language arts, mathematics, science, social studies, fine arts, health, physical education, and foreign languages) *at each grade*.

What will the curriculum look like?

Maryland's voluntary curriculum will have three levels of detail: content standards, indicators, and objectives. These details will help teachers plan lessons, activities, and assignments for students. Below is what a small portion of the curriculum might look like. This particular example shows just one of many math skills third-graders will learn: how to count money.

Grade 3 Math

- Content Standard: Knowledge of number relationships and computation
  - Indicator: Students will represent, determine, and compare the values of money amounts through $100.
    - Objective: Students will count change from $100 using a mixture of coins and bills.

When will the curriculum be complete?

Maryland's voluntary curriculum is under development and will likely be available (for grades preK–8) in late spring 2003. When complete, the curriculum will match the content in state tests like the Maryland School Assessment and the Maryland High School Assessments. In the meantime, schools that are using the Maryland Content Standards will be preparing students for state tests. Check the Maryland Department of Education Web site, www.marylandpublicschools.org, for updates on the development of the voluntary curriculum.

MEASURING PROGRESS

Schools give tests so that they know how well students are learning. Test scores help principals and teachers improve instruction and plan school programs. Individual test scores help teachers and parents understand a student's academic strengths and weaknesses. Your child's school will let you know what tests he or she will be taking. Two state testing programs are the Maryland School Assessment and the Maryland High School Assessments.

Maryland School Assessment

What is the Maryland School Assessment?

- The Maryland School Assessment (MSA) is a test of reading and math achievement that has replaced the Maryland School Performance Assessment Program (MSPAP). The MSA will also test science achievement as early as 2005.
- The MSA will meet the testing requirements of the federal No Child Left Behind Act.
- It will measure basic as well as higher level skills.
- Students will work by themselves, rather than in groups, to complete the test.
- The test will include multiple-choice questions and questions requiring written responses.

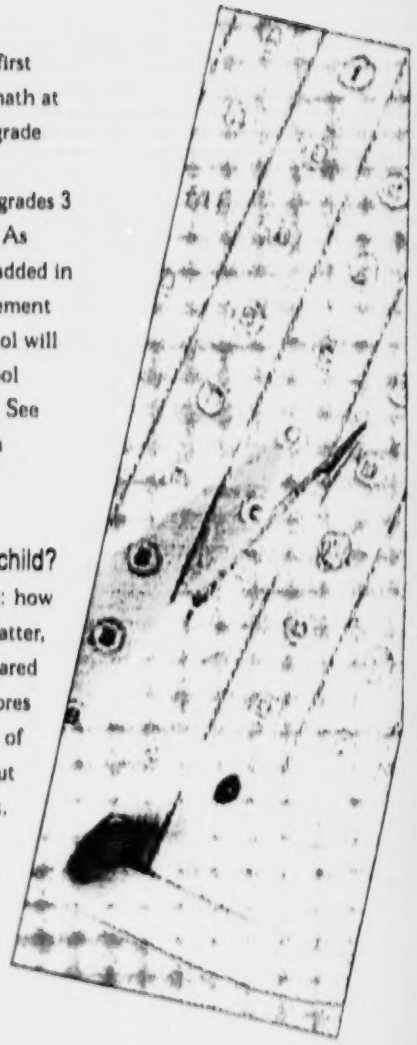
A PARENT'S GUIDE TO ACHIEVEMENT MATTERS MOST

When will the MSA be given?

Maryland will give the MSA for the first time in March 2003 in reading and math at grades 3, 5, and 8, and in reading at grade 10. In March 2004, the test will be administered in reading and math at grades 3 *through* 8, and in reading at grade 10. As early as March 2005, science will be added in grades 3, 5, and 8. The federal requirement to test math and science in high school will be met with the Maryland High School Assessments in geometry and biology. See page 16 for information on these high school tests.

Will I receive MSA scores for my child?

Yes. The scores will show two things: how well your child learned the subject matter, and how your child performed compared to other children nationally. MSA scores alone provide only a partial picture of your child's academic performance. But together with your child's classwork, homework, and other test scores, MSA results will give you a good snapshot of your child's performance.



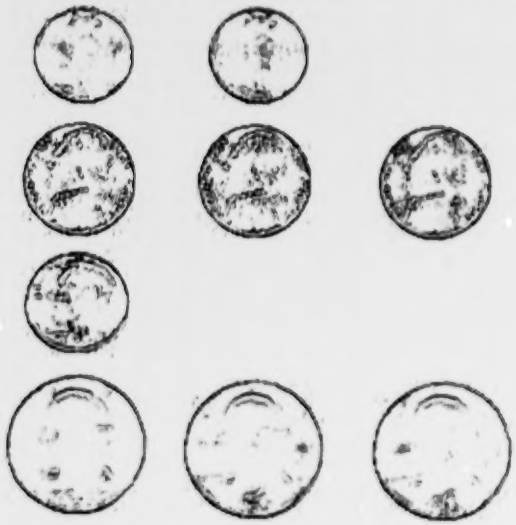
Maryland School Assessment
Sample Test Questions

The following are examples of the types of test questions students can expect on the Maryland School Assessment. More sample test questions will be posted on the Web at www.marylandpublicschools.org.

Sample Question—3rd Grade Math

Directions: Shade in the circle that matches your answer.

Daria found some coins in her pocket. Look at the coins below.



How much money did Daria find in her pocket?

Student Response:

- ○ A $.92
- ● B $1.02
- ○ C $.41
- ○ D $.42

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Sample Question—5th Grade Math

Directions: Look at the fractions below.

$\frac{5}{4}$ $\quad 2\frac{1}{2}$ $\quad \frac{13}{8}$

Part A

Put the numbers in order from the least to greatest.

Student Response:

$\frac{5}{4}$ $\quad \frac{13}{8}$ $\quad 2\frac{1}{2}$

Part B

Use what you know about equivalent fractions to explain why your answer is correct. Use words and/or numbers in your explanation.

Student Response:

I first changed $\frac{5}{4}$ into $1\frac{2}{8}$ and then $\frac{13}{8}$ to $1\frac{5}{8}$.

After that I changed $2\frac{1}{2}$ to $2\frac{4}{8}$ and then I put them in order. $1\frac{2}{8}$ goes first because $\frac{2}{8}$ is less than $\frac{5}{8}$ and both fractions are less than 2.

Note: Students may arrive at the solution in a variety of ways.

Following are examples of the types of vocabulary questions found on the reading portion of the Maryland School Assessment.

Sample Question—3rd Grade Reading

Directions: Shade in the circle that matches your answer.

The family prepared all day for the <u>feast</u>. Feast means—

Student Response:

- ● A large meal
- ○ C large restaurant
- ○ B large meeting
- ○ D large classroom

Sample Question—5th Grade Reading

Directions: Shade in the circle that matches your answer.

Taren will <u>relish</u> the time spent with her grandmother. Now that her grandmother lives in Ohio, she only sees her in the summer.
Relish means—

Student Response:

- ○ A relax
- ○ C understand
- ● B appreciate
- ○ D support

Sample Question—8th Grade Reading

Directions: Shade in the circle that matches your answer.

<u>Entice</u> means—

Student Response:

- ● A attract
- ○ C argue
- ○ B advance
- ○ D admire

Some questions on the Maryland School Assessment require a written answer. Teachers refer to these questions as "constructed-response items," because students must construct their own answers rather than select them from a list of possible answers. The question below is an example of the type of constructed-response item that students can expect on the Maryland School Assessment.

Sample Question—8th Grade Reading

Note: Before answering this question, students would read two letters to the editor that represent opposing views on whether Rossie Heights Junior High School should replace its mascot, the "Mighty Mule." After reading the two letters, students would answer a series of multiple-choice and constructed-response questions. Following is an example of what a constructed-response question and answer might look like.

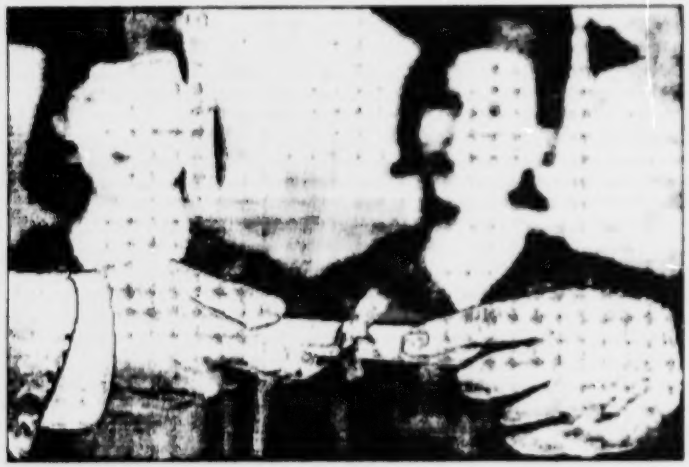
Directions: Read Margaret Caldwell's letter to the editor. Then read Anton Lazlo's letter.

Write a summary of Margaret Caldwell's letter. Be sure to include the important points in your summary.

Possible Student Response:

Even though some want to get rid of the mascot, Margaret Caldwell hopes you'll agree with her. Years ago, a student rode his mule to a game, and the team won although they had been losing. That was Margaret's grandfather, and that mule became the mascot. It's been the mascot for years, and she hopes it won't change, because the mule has been a good mascot.

Note: This response shows a thorough understanding of Margaret Caldwell's letter. However, a variety of answers would be acceptable.



Maryland High School Assessments

What are the Maryland High School Assessments?

The Maryland High School Assessments (HSA) are tests in English 1, algebra/data analysis, geometry, government, and biology. Students take each test after they complete each course. (This includes middle school students taking high-school level courses.) The tests measure both school and individual student progress and will include multiple-choice questions and questions requiring written responses.

Does my child have to pass the HSA to graduate?

Not at this time. All students are required to take the HSA, but passing is not yet a requirement. The earliest group of students that could be required to take and pass the HSA as a graduation requirement is the graduating class of 2007. The State Board of Education will likely decide in 2003 if it will require students to pass the tests for graduation.

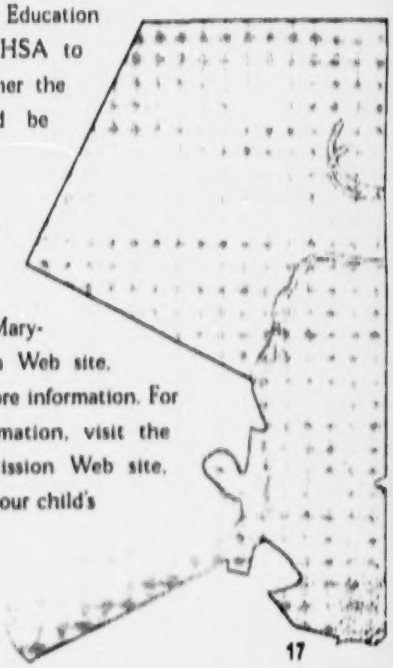
Will students be accountable for their HSA performance?

Yes. Parents will receive individual test scores for their children. Also, the state requires that local school systems print English 1, algebra/data analysis, biology, and government HSA scores on the transcripts of students who enter grade 9 in or after fall 2001, so your child will want to try his or her best on the tests. (Printing the geometry HSA score on the transcript is not required by the state. Local school systems will decide whether or not to print the geometry HSA score on the transcript.)

What tests must students currently pass as a requirement for graduation?

Students are currently required to take and pass the Maryland Functional Tests in reading, writing, and mathematics. The Maryland Functional Tests measure basic skills and are less challenging than the HSA. If the State Board of Education decides to tie the passing of the HSA to graduation, it will then decide whether the Maryland Functional Tests should be continued or not.

If you have questions about the tests your child will take in school, talk to his or her teacher or guidance counselor. You can also check the Maryland State Department of Education Web site, www.marylandpublicschools.org, for more information. For scholarship and financial aid information, visit the Maryland Higher Education Commission Web site, www.mhec.state.md.us, and talk with your child's guidance counselor.



Maryland High School Assessments
Sample Test Questions

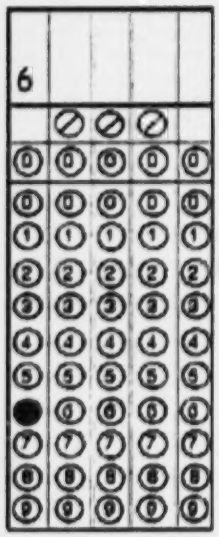
Excerpts from the Algebra/Data Analysis Assessment

The following test items are taken from the algebra/data analysis assessment that was field-tested during January and May of 2000. To see how students performed on each item during field testing, visit mdk12.org/mspp/high_school/look_like/.

Directions:
Use the Response Grids in the Answer Book to complete the problem below.

Keisha charges $5.50 per hour for yard work. She also charges a $2.00 fee for supplies for each job. How many hours will she need to work at one job in order to be paid $35.00?

Student Response:



Directions: Complete the following problem in the Answer Book.

Two bicycle shops build custom-made bicycles. Bicycle City charges $160 plus $80 for each day that it takes to build the bicycle. Bike Town charges $120 for each day that it takes to build the bicycle.

- Write an equation for each store that describes the charge (C) to build a custom-made bicycle in x days.

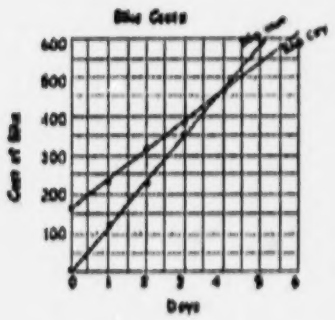
- For what number of days will the charge be the same at each store? What will be the charge for that number of days? Use mathematics to justify your answer. (If you solve the problem graphically, use the grid provided in the Answer Book to add to your written response.)

- When is it less expensive to use Bicycle City to build a custom-made bicycle than Bike Town? When is it more expensive? Use mathematics to justify your answer.

Student Response:

Bike City
160 + 80x=C
160 + 80(4)=480

Bike Town
120x=C
120(4)=480



At 4 days the charge will be the same at each store $480

Less expensive
Bike City
X>4

the line is lower after 4 days

More expensive
Bike City
X<4

Note: Students may arrive at the solution in a variety of ways.

Directions: Darken the appropriate circle to indicate your answer.

The table below shows the number of dogs in the United States that can perform certain tricks.

Dog Tricks

Trick	Number (in millions)
Sit	5.3
Shake paw	3.8
Roll over	2.9
Stand on hind legs	1.9
Sing	0.8
Fetch newspaper	0.4

Steve adds the values in the table for dogs that can stand on hind legs and dogs that can sing. He concludes that there are 2.7 million dogs in the United States that can stand on their hind legs or sing. Why is this statement a misuse of data?

Student Response:

- ○ A Steve did not consider some dogs do no tricks.
- ○ B Steve did not consider some dogs do only one trick.
- ○ C Steve did not consider all the dogs in the United States.
- ● D Steve did not consider that some dogs can do both tricks.

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Student Response:

TESTING STUDENTS WITH SPECIAL NEEDS AND/OR LIMITED ENGLISH PROFICIENCY

Some of Maryland's students have special needs. For example, a student with a disability might have special instructional and testing needs, as might a student who has just begun to learn the English language. Because Maryland is committed to improving achievement for each student, measuring the progress of students with special needs and/or limited English proficiency is very important. All students have a legal right to be included to the fullest extent possible in all statewide tests and to have their test results be a part of Maryland's accountability system. Students also have a legal right to instructional and testing accommodations that will help them demonstrate what they have learned.

Students who receive special education services will take all state tests, unless their Individualized Education Program (IEP) states that they will take the Independence Mastery Assessment Program (IMAP). The IMAP is a test designed for students who are not participating in the general curriculum.

All students who receive instruction in English as a Second Language (ESOL) programs must participate in all state tests. Each school's Limited English Proficient (LEP) committee makes decisions about appropriate accommodations for limited English proficient students' participation in state tests.

Accommodations for state tests will be the same as those provided during classroom instruction and that are spelled out in the IEP for a student with a disability or in the plans for eligible 504 or limited English proficient students.

If your child has special needs or limited English proficiency, contact your school to learn more about instruction and testing plans for him or her.

ACCOUNTABILITY

Maryland holds schools and school systems accountable for improvement by reporting achievement data, rewarding progress, and taking action when schools are not improving.

How are results reported?

School achievement results are printed in an annual "report card" (the Maryland School Performance Report) so that parents and communities know how well their schools are doing. This report is available on the Web at www.msp.msde.state.md.us. To make sure all students are making progress, state, school system, and school results are reported by race/ethnicity, gender, disability, poverty status, migrant status, and limited English proficiency. (Individual student scores are not made public. That information is for you and your child's teachers.)

Are schools rewarded for making progress?

If schools improve, they may receive monetary rewards and recognition.

What happens if a school does not improve?

Schools that are not improving over time may be identified for local or state reconstitution. Under reconstitution, schools receive extra help and resources to improve.

What if my child attends a Title I school?

Title I is a federal program for high-poverty schools. The federal No Child Left Behind Act requires specific actions be taken when a Title I school does not meet the state target for adequate yearly progress.

- After two consecutive years of not meeting the target, the school must offer parents the option of transferring their child to a higher achieving school in the area.
- After three consecutive years, the school must provide extra services such as tutoring to students who are "economically disadvantaged." Students who qualify for free or reduced-price meals are considered economically disadvantaged.
- After four consecutive years, the school must take specific actions to improve. These actions could include replacing school staff, adopting a new curriculum, or extending the school year.
- After five consecutive years, the school must be "restructured." Restructuring might include state takeover of school operations or other actions.

If a school is required to take the actions listed above, or if it is identified for reconstitution, parents will be notified.

FAMILY INVOLVEMENT

Recognizing that family involvement is a powerful influence on student achievement, Maryland has adopted a family involvement policy. Maryland schools welcome parents and legal guardians into schools, encourage them to ask questions, and include them in making decisions. Look for the following signs that families and educators are communicating and working together in your child's school.

Schools and families communicate regularly.

- Schools publish newsletters with tips for families on helping children learn.
- Schools communicate with families about programs available at the school.
- Parents understand how and when to contact their child's teachers.

Parents play a role in helping students learn.

- Teachers help parents understand how to help children with homework.
- Parents are involved in setting goals for their child.

Parents are welcome in the school, and their help is appreciated.

- Schools encourage parents and family members to become involved in school activities.
- Parents are aware of opportunities to volunteer at the school.

Parents are included in making decisions that affect their children.

- The school has a clear process for making decisions and solving problems.
- Parents have access to up-to-date information on school policies and on student and school performance.
- Teachers and administrators encourage parents' involvement in decisions affecting their child (e.g., course selection, career planning).
- Parent representatives are included on the School Improvement Team.

These are just some of the ways in which families and schools can work together to improve schools. You may want to ask your child's teacher or principal how you can become more involved. When families and schools work together, everybody wins.

Seven in ten middle school students say they'd like their parents to be more involved in schoolwork and school activities.

ENCOURAGING ACHIEVEMENT

You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the different ways you can help your child get the most out of school:

- Set high expectations for your child. Make it clear that school should be his or her first priority.
- Talk with your child's teachers regularly about your child's progress and what you can do to help him or her improve.
- Meet with your child's guidance counselor early in middle school to plan high school course selection.
- Dedicate at least 15 minutes each day to talking with your child and reading with him or her. (For a list of suggested family activities and

daily tips for parents, visit *Take 15 for the Family* on the Web at www.marylandpublicschools.org/family_literacy/take15.htm.)

- Provide a quiet place for your child to study.
- Help your child with his or her homework.
- Show interest in what your child is doing in school.
- Limit the amount of television your child watches and discuss what he or she sees on TV.
- Monitor the time your child spends playing video games or is on the Internet.
- Volunteer to help with school activities and try to get other parents involved as well.
- Encourage your child to take challenging courses.
- If your child is in middle or high school, make an appointment with his or her guidance counselor to discuss post-high school opportunities.

Dedicate at least 15 minutes each day to reading and talking with your child.

FOR MORE INFORMATION

If you have questions about student or school performance, the best place to start is with your child's teacher, principal, or guidance counselor. Your local school system is another good source of information. And don't forget your public library! You can use library computers to connect to the Web, and library staff can help with your research. The following organizations can help you learn more about student achievement and school improvement.

MARYLAND STATE DEPARTMENT OF EDUCATION
200 West Baltimore Street
Baltimore, MD 21201
PHONE 410-767-0600 or 888-246-0016
FAX 410-333-2275
TTY/TDD 410-333-3045

www.marylandpublicschools.org
for press releases and program information

www.mdk12.org
for information on instruction, school improvement teams, and more

www.msp.msde.state.md.us
for school performance data

MARYLAND HIGHER EDUCATION COMMISSION
for information on colleges, financial aid, and scholarships
839 Bestgate Road, Suite 400
Annapolis, Maryland 21401
PHONE 410-260-4500 or 1-800-974-0203
for general inquiries

PHONE 410-260-4565 or 1-800-974-1024
for financial assistance inquiries

FAX 410-260-3200
TTY 800-735-2258
www.mhec.state.md.us

MARYLAND PTA
3121 St. Paul Street, Suite 25
Baltimore, MD 21218
PHONE 410-235-7290 or 1-800-707-7972
FAX 410-235-0357
www.mdpta.org

U.S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, SW
Washington, DC 20202
PHONE 1-800-USA-LEARN
FAX 202-401-0689
TTY/TDD 1-800-437-0833

www.ed.gov
for general information

www.nochildleftbehind.org
for information on the No Child Left Behind Act

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HOW ARE WE DOING?

We'd like to hear from you on how well this publication helped you understand Maryland's goals for public education, school improvement efforts, and what parents can do to encourage achievement in their children and schools. Please take a few moments to complete the questionnaire below.

1. Did you understand the material in this publication?

___ Yes ___ No ___ I understood some parts better than others.

Please explain your choice:

2. Did we talk about things that you care about?

___ Yes ___ No ___ I cared about some things more than others.

Please explain your choice:

3. Did we provide the right amount of detail on each topic?

___ Yes ___ No, *too much* detail ___ No, *not enough* detail

Please explain your choice:

4. Additional Comments

Thank you for taking the time to let us know how we are doing. Please cut this page out and fax it to 410-333-2275 or mail it to the Maryland State Department of Education, School and Community Outreach Office, 200 West Baltimore Street, Baltimore, Maryland 21201-2595.

Maryland State Department of Education
Information Request

The materials listed below are available on the Web at **www.marylandpublicschools.org**. To request hard copies, please use this form.

_____ *Maryland School Performance Report* (an annual report on state and local school system performance)

_____ *The Fact Book* (public education statistics)

Fact Sheets (a series of one-page information sheets)

- _____ Maryland High School Assessments
- _____ Bridge to Excellence in Public Schools Act
- _____ School Reconstitution

_____ * *Testing in Maryland: A parent's guide to the Maryland School Assessment*

_____ * *Maryland High School Assessments: A message to parents from the State Superintendent of Schools*

_____ * *A Parent's Guide to Achievement Matters Most* (to request more copies of this publication)

* *This publication is available in selected foreign translations. Please specify desired language.*

Your Name: _____

Address: _____

Daytime Phone: _____

Mail to: The Maryland State Department of Education
School and Community Outreach Office
200 West Baltimore Street
Baltimore, Maryland 21201-2595

Or FAX to: 410-333-2275

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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